



## Approved Innovative Course

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- *Course requirements must be met without modification*

*Course: Parenting Education II*

*PEIMS Code: N1302537*

*Abbreviation: PAED2*

*Grade Level(s): 10-12*

*Number of Credits: 1.0*

### *Course description:*

*Parenting Education II* is designed to build on education and experiences from Parenting for School Age Parents I. This course provides more in-depth knowledge of parenting and child development including implications of expectations of children, child abuse, disabilities, and issues impacting young families such as employment, postsecondary education, transportation, child care, housing, and personal responsibility. Students develop the knowledge and skills to manage the multiple roles of being a student, parent, family member, and provider.

### *Essential knowledge and skills:*

- (a) General requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Parenting Education I. Students shall be awarded one credit for successful completion of each course.
- (b) Introduction
  - (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
  - (2) The Human Services Career Cluster focuses on preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care services and consumer services.
  - (3) This course provides more in-depth knowledge of parenting and child development including implications of expectations of children, child abuse, disabilities, and issues impacting young families such as employment, postsecondary education, transportation, child care, housing and personal responsibility). Students develop the



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knowledge and skills to manage the multiple roles of being a student, parent, family member, and provider.

- (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

### (c) Knowledge and skills

(1) The student demonstrates professional standards/employability skills. The student is expected to:

(A) analyze education requirements for student-selected postsecondary career options; summarize the need to maintain a valid employment record;

(B) identify and describe positive workplace ethics;

(C) explain appropriate appearance and attire for work;

(D) define successful relationship strategies in personal, academic, business, and industry settings;

(E) analyze the effectiveness of collaboration in personal, academic, business, and industry settings;

(F) analyze the impact of social media and technology use on employability; and

(G) evaluate mentoring relationships as a tool to enhance personal and employment success.

(2) The student evaluates factors related to personal development and interpersonal relationships. The student is expected to:

(A) evaluate and discuss personal strengths and abilities;

(B) discuss and apply leadership and mentoring skills;

(C) research and present on a topic related to parenting;

(D) identify strategies used to mentor young parents;

(E) develop a plan to achieve personal and family goals and evaluate progress toward those goals;

(F) explain the importance of strong, healthy relationships;



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(G) assess strategies for coping with student parenting challenges such as family dynamics, parenting responsibilities and school performance; and

(H) prepare a transitional plan from high school to post-secondary and identify possible barriers to success.

(3) The student analyzes parenthood and adult roles. The student is expected to:

(A) discuss a parent's role in a child's social-emotional wellness;

(B) establish and evaluate working partnerships with supportive adults in a child's life;

(C) adjust parenting strategies and roles in response to research and child guidance and/or child development and changes in society and culture;

(D) identify resources needed to provide for a child; and

(E) evaluate key commitments and life decisions involved in child rearing.

(4) The student evaluates the pregnancy experience and the impact of prenatal care and development on the child and mother. The student is expected to:

(A) evaluate the impact of at-risk behavior, nutrition, and trauma on a pregnancy;

(B) describe the effects of good prenatal care;

(C) describe post-natal effects and treatments, including postpartum depression; and

(D) research and justify the use of technology effective in the prenatal-postnatal parenting journey.

(5) The student analyzes parental responsibilities that promote health and wellness of young children. The student is expected to:

(A) identify signs of good health and symptoms of illness of young children;

(B) describe how to evaluate the health and wellness of young children to prevent illness;

(C) identify techniques for planning and caring for sick a child including how to plan for limiting the effect of illnesses on the parent's school or work attendance;

(D) explain the responsibilities of parents in providing young children with nutritionally adequate diets;

(E) research governmental programs that provide resources and assistance in raising healthy children;



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(F) explain the importance of safety practices in the care and guidance of children; and

(G) demonstrate Cardiopulmonary Resuscitation (CPR), First Aide, and Automated External Defibrillator (AED) procedures.

(6) The student describes the growth and development of the child from age four through completion of elementary school. The student is expected to:

- (A) describe the characteristics of young children age four through completion of elementary school;
- (B) identify and describe effective parenting strategies to promote a child's physical, emotional, social, and cognitive development;
- (C) discuss various milestone charts for children such as the Denver Screening or Teaching Strategies Gold;
- (D) describe the role of play in a child's growth and development;
- (E) analyze the effect of parenting/caregiving practices on the child's self-esteem;
- (F) analyze the responsibilities of parents as their children's first teacher;
- (G) define various methods for reinforcing and promoting education at home for kindergarten through grade 5; and
- (H) identify strategies, including financial, to prepare for secondary or postsecondary education options.

(7) The student summarizes appropriate guidance techniques for children of various ages and developmental levels. The student is expected to:

- (A) demonstrate effective use of guidance techniques in a child's development;
- (B) apply strategies for promoting communication between parents, caregivers, and children, including understanding non-verbal communication;
- (C) define and demonstrate positive role modeling behaviors;
- (D) explain behaviors that may lead to child abuse;
- (E) discuss and roleplay strategies that deter abusive behavior; and
- (F) discuss how media consumption impacts child development and parenting.



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(8) The student evaluates how family relationships are effected by various scenarios. The student is expected to:

- (A) develop a plan to address communication with a partner or family members;
- (B) identify and research resources that are available for family crisis situations;
- (C) explain of the importance and benefits of schedules for young children;
- (D) describe different roles and relationships, such as multi-generational family, child care provider, and maternal and paternal roles, in a child's life;
- (E) apply communication and conflict resolution skills; and
- (F) identify and evaluate emerging technologies that facilitate family management and relationships.

(9) The student analyzes child care options and services available to families. The student is expected to:

- (A) formulate possible child care solutions for school, work, and personal time, including care when the child is ill;
- (B) identify and research the eligibility criteria for subsidies available to support childcare for a parent who is in school or who works such as Headstart or Texas Workforce;
- (C) identify possible improvements with current child care arrangements; and
- (D) participate in child abuse and prevention activities throughout the year including advocacy events.

(10) The student demonstrates effective practices for managing financial resources. The student is expected to:

- (A) develop and regularly evaluate a weekly, monthly, and yearly budget to meet the financial goals of the parent and family;
- (B) research record keeping systems used to manage important and legal and financial documents such as social security cards, immunization records, birth records, and financial records;
- (C) develop a plan to address financial emergencies such as an emergency fund;
- (D) formulate- consumer strategies to manage household expenditures and spending



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- (E) create, analyze, and update a list of resources for family financial assistance; and
- (F) examine and interpret the positive and negative outcomes of various financial management strategies.

### Description of specific student needs this course is designed to meet:

This course is designed to build on education and experiences from Parenting for School Age Parents I. This course provides more in-depth knowledge of quality parenting, child development including implications of expectations of children, child abuse, disabilities, and adult issues facing young families (employment, postsecondary education, transportation, child care, housing and personal responsibility). Students develop the knowledge and skills to manage the multiple roles of student, parent, family member, and provider.

### Major resources and materials:

The Curriculum Center for Family and Consumer Science  
Texas Tech University  
Box 41161  
Lubbock, TX 79409-1161  
Source of materials for Family and Consumer Sciences

### Books/Curriculum

(2004), *Successful Parenting for School-Age Parents; Student Reference Book*, Lubbock, Texas: Texas Tech University.

(2005) *Successful Parenting for School-Age Parents; Student Activity Book*, Lubbock, Texas: Texas Tech University.

Yonge, K. (2000). *The 110 Best Parenting Sites on the Internet*, Charleston, W.V: Cambridge Research Group.

(2012), *24/7 Dad@CurriculumAM 3rd Edition*, Germantown, MD, 2012

Warren, J. & Brunelli PHD, L. and J (2005). *Teen Parenting*, (3<sup>rd</sup> ed) Bruana Park, CA: Morning Glory Press.



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### **Publications**

Office of the Texas Attorney General. (2008); *Parenting and Paternity Awareness (p.a.p.a) Curriculum*, Austin, Texas, Texas Attorney General.

<https://www.texasattorneygeneral.gov/cs/p.a.p.a.-curriculum-session-index>

### **Videotapes and DVDs**

Meridian Education Corporation, (2005), *Brazelton on Parenting, Practical Parent Toilet Training*, USA.

Meridian Education Corporation, (2005), *Brazelton on Parenting, Practical Parent Learning*, USA.

Meridian Education Corporation, (2005), *Brazelton on Parenting, Practical Parent Preemies*, USA.

Meridian Education Corporation, (2005), *Brazelton on Parenting, Practical Parent Kids in Media*, USA.

Meridian Education Corporation, (2005), *Brazelton on Parenting, Practical Parent The Bonds of Family, Fatherhood*, USA.

Cambridge Educational (2008), *Common Childhood Illnesses; Diagnosis and Treatment*, USA

ICEV Multimedia, (2208), *Special People, Special Needs*, USA,

Learning Seed, (2010), *Beginning of Life; Newborn Development*, Learning Seed, 2011

*Attachment Relationship, Nurturing Healthy Bonds*, USA

Meridian Education Corporation, (2014), *Sudden Infant Death Syndrome; An Update*, USA

In Joy, Birth and Parenting Education (2007)

*The Stages of Labor, A Visual Guide for Teens, 2nd Edition*, USA

Kid Safety of America, (2011), *Family Violence, Impact on Children, For Parents,,* USA

Meridian Education Corporatio (2006), *Birth Defects: Causes and prevention*, USA

Meridian Education Corporation, (2006), *Recognizing Child Abuse*, USA





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David Garrigus Productions, (2006) *Circumcision*, USA

Meridian Corporation, (2010), *The Power of Family, Types of Families and Family Development*, USA

Learning Seed, (2006), *Go to Bed! Kids and Sleep*, USA

### **Websites:**

The American National Redcross, (2017). American Red Cross. Retrieved from [www.redcross.org](http://www.redcross.org)

The March of Dimes Foundation, (2017). March of Dimes. Retrieved from [www.marchofdimes.org](http://www.marchofdimes.org)

Meridth Corporation, (2017). Parents. Retrieved from [www.parents.com](http://www.parents.com)

The Texas Workforce Commission, (2011). Texas Workforce Commission. Retrieved from <http://www.twc.state.tx.us/>

Texas Health and Human Services, Texas Department of Family and Protective Services, (2017). Retrieved from [https://www.dfps.state.tx.us/Child\\_Care/](https://www.dfps.state.tx.us/Child_Care/)

National Association for the Education of Young Children, (2005). Retrieved from [www.naeyc.org/](http://www.naeyc.org/)

Texas A& M AgriLife Extension , (2017). Child Care Courses. Retrieved from [http://extensiononline.tamu.edu/courses/child\\_care.php](http://extensiononline.tamu.edu/courses/child_care.php)

Teaching Strategies LLC, (2017) Teaching Strategies for Early Childhood. Retrieved from <https://gold.teachingstrategies.com/login.cfm>

*Recommended course activities:*

### **GUEST SPEAKERS**

Texas Workforce Center  
University Schools Social Worker and Interns  
High School Nurse: Shaken Baby Syndrome & SIDS  
University's Rural Talent Search Programs





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Human Sexuality; Family Planning  
Texas Rehabilitation Commission  
Texas Office for Prevention of Developmental Disabilities  
Early Head Start  
Head Start Family Advocate  
Texas Child Care Licensing's  
Texas Family Protective Services  
Domestic Violence Partners Organizations  
Women, Infant and Children program  
Food Bank  
Agri- Extension FCS Dept.  
Housing Authorities  
Youth Services  
Early Childhood Intervention  
Community Action Family Planning Services  
Texas Home Visiting Program  
Council on Alcohol and Drug Abuse  
Sexual Assault Prevention and the Office of the Attorney General(AOG)  
AOG Child Support Division  
P.A.P.A Training  
Child Development Centers  
Texas Cooperative Extension  
FASFA Representatives  
Public Library  
Community Action Resource Van  
Birthing Expert- to provide birthing class

### **FIELD TRIPS**

Local Hospitals  
Labor and Delivery Room Tour  
Protection, Advocacy & Justice for Programs for Children  
  
Community based childcare sites  
Public Library



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### **COUNSELING**

Councils on Alcohol and Drug Abuse  
Father's Groups and Mother's Groups  
Women's Shelter; Sexual Assault Prevention

Optional:

After School Activities:

Parenting Lunch Meetings- Various speakers and presentations through partnership

Human Sexuality Presentations on Family Planning

End of the Year Awards banquet.

Labor and Delivery Class, outside of regular class time

Texas Legal Aide

#### *Suggested methods for evaluating student outcomes:*

Objective Information:

Achievement tests

Criterion-referenced tests

Participation counts in activities planned

Journal/Workbook activities and evaluations

Research Projects-Rubric grading

Special Projects as determined by the teacher related to readings, reports, current events or resources

Subjective Information (opinion surveys):

Teacher questionnaires

Student questionnaires

Parental questionnaires.

#### *Teacher qualifications:*

An assignment for Parenting Education is allowed with one of the following certificates:

- Family and Consumer Sciences, Composite: Grades 6-12
- Human Development and Family Studies: Grades 8-12